

## MARRINGTON MIDDLE

109 Gearing Street  
Goose Creek, SC 29445

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	333 Students	
<b>Principal</b>	James Spencer	843-572-0313
<b>Superintendent</b>	Rodney Thompson	843-899-8600
<b>Board Chair</b>	Kathy Schwalbe	843-797-5815

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent*</b>
2010	Excellent	Excellent
2009	Good	Average
2008	Average	Below Average
2007	Average	At-Risk

\* The School's 2011 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

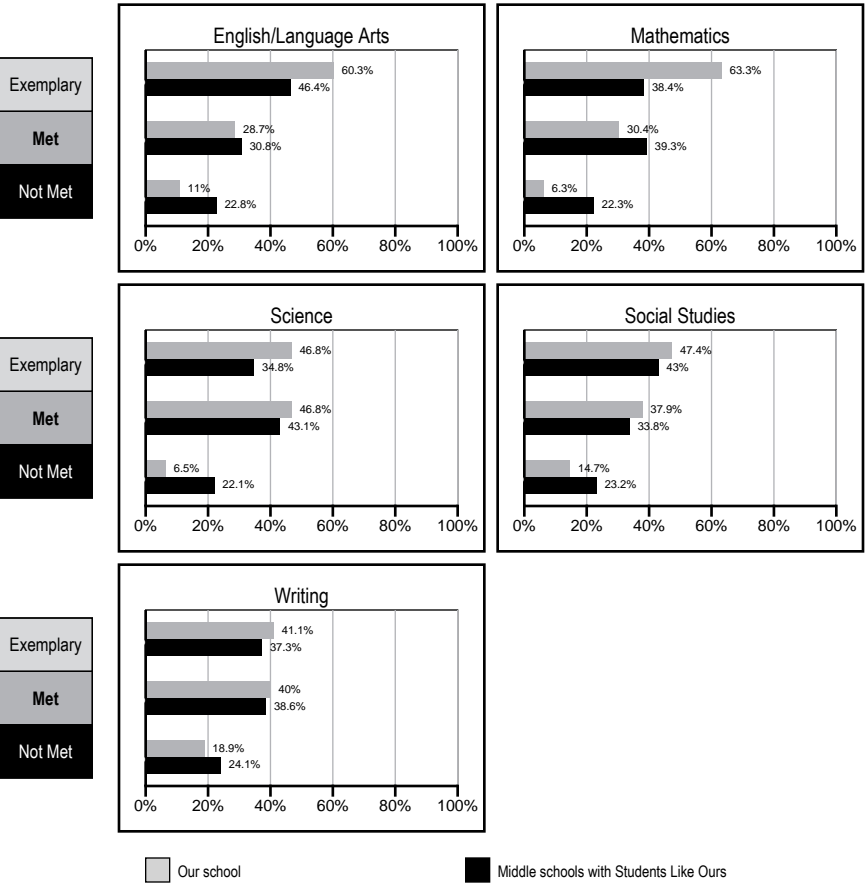
93.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
15	8	4	1	0

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	98.5%
English 1	100.0%	96.6%
Biology 1/Applied Biology 2	N/A	94.8%
Physical Science	N/A	68.5%
US History and the Constitution	N/A	100%
All Subjects	100.0%	97.3%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=333)				
Students enrolled in high school credit courses (grades 7 & 8)	33.2%	Down from 40.2%	35.8%	24.5%
Retention rate	0.3%	Down from 0.6%	0.4%	0.7%
Attendance rate	96.9%	Up from 96.8%	96.5%	95.9%
Served by gifted and talented program	50.8%	Up from 49.3%	24.9%	17.8%
With disabilities other than speech	4.3%	Down from 6.0%	7.7%	9.2%
Older than usual for grade	0.9%	No Change	0.9%	1.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Up from 0.0%	0.4%	0.4%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
Teachers (n=22)				
Teachers with advanced degrees	54.5%	Down from 59.1%	60.5%	60.0%
Continuing contract teachers	72.7%	Down from 81.8%	86.3%	82.6%
Teachers returning from previous year	74.4%	Down from 77.8%	89.0%	85.6%
Teacher attendance rate	95.3%	Up from 92.5%	94.6%	95.3%
Average teacher salary*	\$49,847	Down 3.6%	\$48,207	\$46,300
Professional development days/teacher	12.7 days	Up from 8.6 days	9.6 days	9.9 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	23.4 to 1	Up from 23.3 to 1	24.2 to 1	21.5 to 1
Prime instructional time	91.3%	Up from 89.1%	90.7%	90.1%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.1%	Down from 99.8%	98.8%	98.1%
Character development program	Excellent	No Change	Excellent	Good
Dollars spent per pupil**	\$5,635	Down 20.0%	\$6,520	\$7,634
Percent of expenditures for instruction**	63.9%	Down from 69.5%	66.2%	64.0%
Percent of expenditures for teacher salaries**	49.9%	Down from 65.5%	64.1%	61.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

Report of Principal and School Improvement Council

Report of School Improvement Council and Principal

The 2010-2011 school year was an outstanding year at Marrington Middle School of the Arts. Some of our highlights included: Excellent Absolute Value and Excellent Improvement Rating on the 2010 State report card, being recognized by the State of South Carolina as a Gold Award Recipient in the Palmetto Awards Program for Achievement and for Closing Achievement Gaps, making Annual Yearly Progress with respect to NCLB, exceeding the national normative scores on the Explore Test in every subject area, having 19% of our 8th grade students recognized as Junior Scholars, and sending two Robotics teams to the State Championship.

Marrington Middle School of the Arts offers diverse instructional programs which allow our students to grow and distinguish themselves through outstanding academic achievement and artistic performances. Instruction is enhanced through arts infused lessons, dynamic instruction, and the use of technology. We offer Academic Gifted and Talented classes in grades 6, 7 & 8. Advanced students may take Algebra, Honors English, and Keyboarding for high school credit. Related arts programs include Art, Band, Chorus, Dance, Drama, Keyboarding, Physical Education, General Music, Spanish, and Strings.

Our PTSO is an integral part of our school. We jointly understand and appreciate that a quality school must have the support and participation of parent and community volunteers. The vision for this group is to strengthen student and teacher morale by coordinating school dances, fund-raisers, duty-free lunch, student scholarships for PSAT Testing, and numerous student and teacher incentive programs. We urge you to do what you can to be a part of this group and serve as an active participant in your child's education.

Each day at Marrington Middle School of the Arts, we work toward the full implementation of our Mission Statement, which is:

Mission: Building upon our rich Lowcountry traditions, we will ignite, in every student, a passion for life-long learning. Through dynamic instruction, creative partnerships and exceptional support, we will foster opportunities for each student to build a legacy of success.

Shannon Ackerman, SIC Chairperson  
James Spencer, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	21	90	73
Percent satisfied with learning environment	100.0%	81.1%	87.1%
Percent satisfied with social and physical environment	95.2%	85.6%	91.5%
Percent satisfied with school-home relations	95.2%	91.1%	80.8%

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	2.0%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.7%		4.4%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.9%	94.0%**	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	328	100	11	28.7	60.3	92.7	85.3	82.4	Yes	Yes
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**Gender**

Male	137	100	16.3	29.6	54.1	88.1	81.3	78.7	N/A	N/A
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Female	191	100	7.1	28	64.8	96.2	89.4	86.2	N/A	N/A
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**Racial/Ethnic Group**

White	216	100	7.2	27.8	65.1	94.3	89	88.9	Yes	Yes
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African American	89	100	21.2	30.6	48.2	87.1	78.6	72.9	Yes	Yes
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Asian/Pacific Islander	13	100	7.7	30.8	61.5	100	94.1	93	I/S	I/S
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Hispanic	9	I/S	I/S	I/S	I/S	I/S	85	79.3	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	87	83	I/S	I/S
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**Disability Status**

Disabled	22	100	52.4	38.1	9.5	57.1	54.4	48.1	I/S	I/S
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**Migrant Status**

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
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**English Proficiency**

Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	84.6	78.3	I/S	I/S
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**Socio-Economic Status**

Subsidized meals	126	100	18	32	50	88.5	80.4	75.4	Yes	Yes
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**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	328	100	6.3	30.6	63.1	97.2	84.4	81.9	Yes	Yes
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**Gender**

Male	137	100	10.4	28.9	60.7	96.3	82.7	79.9	N/A	N/A
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Female	191	100	3.3	31.9	64.8	97.8	86.2	84.1	N/A	N/A
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**Racial/Ethnic Group**

White	216	100	4.8	27.8	67.5	98.6	88.6	88.9	Yes	Yes
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African American	89	100	10.6	38.8	50.6	94.1	77.1	71.4	Yes	Yes
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Asian/Pacific Islander	13	100	N/AV	N/AV	N/AV	100	94.2	94.6	I/S	I/S
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Hispanic	9	I/S	I/S	I/S	I/S	I/S	83.3	81.1	I/S	I/S
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	85.7	84.4	I/S	I/S
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**Disability Status**

Disabled	22	100	42.9	33.3	23.8	76.2	53	47.3	I/S	I/S
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**Migrant Status**

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
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**English Proficiency**

Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	83.3	81.4	I/S	I/S
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**Socio-Economic Status**

Subsidized meals	126	100	9	38.5	52.5	96.7	79.5	74.9	Yes	Yes
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\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	225	100	6.5	47	46.5	93.5	70.9	68.6
<b>Gender</b>								
Male	90	100	5.6	42.7	51.7	94.4	70.4	68.3
Female	135	100	7	50	43	93	71.4	68.9
<b>Racial/Ethnic Group</b>								
White	146	100	4.3	40.7	55	95.7	79.9	80.7
African American	61	100	13.6	57.6	28.8	86.4	56.5	51.4
Asian/Pacific Islander	11	100	N/AV	N/AV	N/AV	100	85.1	85.3
Hispanic	6	I/S	I/S	I/S	I/S	I/S	64.3	61.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	67.4	70.8
<b>Disability Status</b>								
Disabled	12	100	16.7	58.3	25	83.3	39.6	35.7
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	65.3	60.7
<b>Socio-Economic Status</b>								
Subsidized meals	89	100	11.5	50.6	37.9	88.5	61.8	57.3

**Social Studies**

All Students	221	100	14.7	37.9	47.4	85.3	75.7	72.5
<b>Gender</b>								
Male	93	100	18.7	28.6	52.7	81.3	74.3	72
Female	128	100	11.7	45	43.3	88.3	77.1	73.1
<b>Racial/Ethnic Group</b>								
White	146	100	12.1	36.4	51.4	87.9	81.1	81
African American	59	100	20	43.6	36.4	80	66.4	60
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	90.7	89
Hispanic	6	I/S	I/S	I/S	I/S	I/S	73.2	69.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	77.5	73.5
<b>Disability Status</b>								
Disabled	15	100	57.1	28.6	14.3	42.9	43.5	40.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
<b>English Proficiency</b>								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	73.4	69.7
<b>Socio-Economic Status</b>								
Subsidized meals	78	100	17.6	41.9	40.5	82.4	68.4	62.9

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	92	100	18.9	40	41.1	81.1	73.5	73.2	96.9	96.3
Gender										
Male	34	100	30.3	42.4	27.3	69.7	66.8	67.2	96.8	96.3
Female	58	100	12.3	38.6	49.1	87.7	80.6	79.4	97	96.3
Racial/Ethnic Group										
White	60	100	18.6	44.1	37.3	81.4	78.5	81.5	96.6	95.9
African American	26	100	20	32	48	80	64.8	61.3	97.5	96.9
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	87	87	97	97.1
Hispanic	2	I/S	I/S	I/S	I/S	I/S	72.1	66.7	98.2	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	72.2	99.3	95.5
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	27.7	26	95.9	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97
English Proficiency										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	69	65.7	97.1	97
Socio-Economic Status										
Subsidized meals	40	100	23.1	43.6	33.3	76.9	65.4	63.2	96.4	96

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	125	100	5.1	33.1	61.9	94.9
	7	105	100	16.5	32	51.5	83.5
	8	106	100	19.4	28.2	52.4	80.6
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	117	100	7.8	24.3	67.8	92.2
	7	119	100	8.9	33.9	57.1	91.1
	8	92	100	17.8	27.8	54.4	82.2
Mathematics							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	125	100	4.2	44.1	51.7	95.8
	7	105	100	9.7	31.1	59.2	90.3
	8	106	100	13.6	35.9	50.5	86.4
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	117	100	6.1	38.3	55.7	93.9
	7	119	100	3.6	24.1	72.3	96.4
	8	92	100	10	28.9	61.1	90
Science							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	64	98.4	11.7	51.7	36.7	88.3
	7	105	100	14.6	54.4	31.1	85.4
	8	54	100	9.6	30.8	59.6	90.4
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	59	100	10.3	56.9	32.8	89.7
	7	119	100	2.7	50.9	46.4	97.3
	8	47	100	10.6	25.5	63.8	89.4

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	61	98.4	3.4	50	46.6	96.6
	7	105	100	25.2	38.8	35.9	74.8
	8	52	100	27.5	31.4	41.2	72.5
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	58	100	7	33.3	59.6	93
	7	118	100	15.3	34.2	50.5	84.7
	8	45	100	23.3	53.5	23.3	76.7
Writing							
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	124	100	3.4	37	59.7	96.6
	7	106	99.1	19.4	31.1	49.5	80.6
	8	107	100	11.5	34.6	53.8	88.5
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	92	100	18.9	40	41.1	81.1

Abbreviations for Missing Data

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